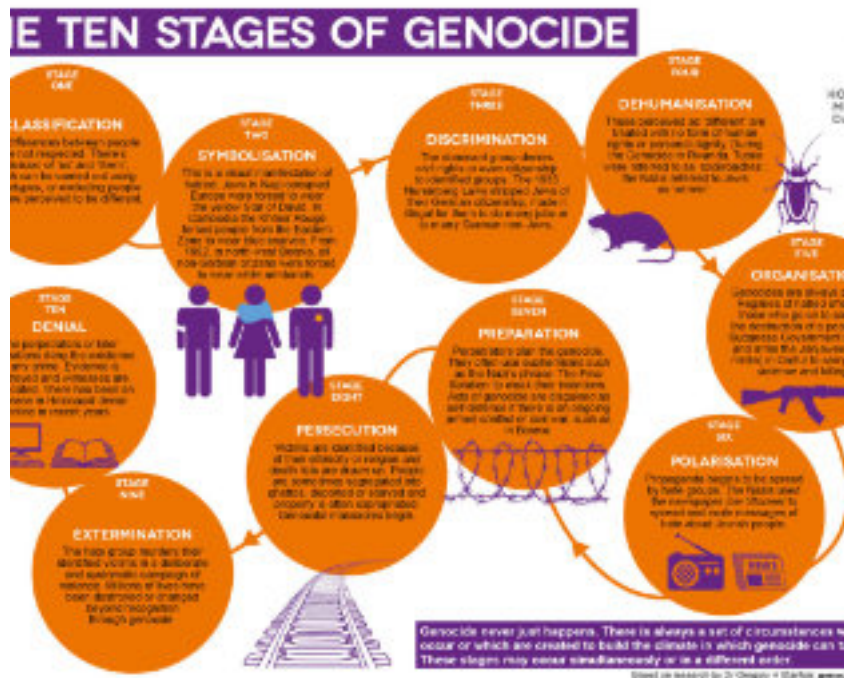




DIGITALLY WRITING NEW HISTORIES

What Causes Genocides To Occur And How Do We Discern Genocide From Other Atrocities Such As Mass Murder And War? What Lessons Can We Derive From Genocide Education?



1. Supporting Question 1
2. Supporting Question 2
3. Supporting Question 3

Genocide

Designed by:	Anthony Salciccioli, Clarenceville High School located in Livonia, Michigan
Unit Overview:	<p>Genocide has been endemic throughout human history. There have been instances of genocide from the time of the Amalekites in the Old Testament to Sudan at the beginning of the 21st century. Genocide is defined in international law as any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:</p> <ul style="list-style-type: none">(a) Killing members of the group;(b) Causing serious bodily or mental harm to members of the group;(c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;(d) Imposing measures intended to prevent births within the group;(e) Forcibly transferring children of the group to another group. <p>In 1996, researchers presented a model of genocide that followed eight sequential stages. This list was updated in 2013 to encompass ten stages genocides follow. Although presented as, "predictable but not inexorable", these steps provide description and structure for historical research. These stages also serve as early warnings and evidence-based suggestions on how to prevent genocides from occurring in the future.</p> <p>Scholars studying the genocide found patterns that exist in all genocides. Through their efforts, particularly Gregory H. Stanton, the president of the organization Genocide Watch, has created ten stages that genocides follow. These ten stages provide a model to analyze genocides of the past and identify present conditions that could lead to genocidal acts in the future.</p>
Grade Level(s):	High School
Connection to Primary Source Materials	This unit connects to the primary source materials presented from the Holocaust Memorial Museum in Farmington Hills, Michigan. Although the Holocaust will be a focal point, other 20th century genocides will be explored during this unit.

Michigan Social Studies Standards Addressed:	7.1.3 Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present
C3 Indicators	<p>D2. Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>D2. His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2. His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced</p> <p>D2. His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p>
Disciplinary Literacy Essential Practices:	<p>"Practice 1: Inquiry-Based Instruction: Develop and implement interactive inquiry based units of instruction that frame social science problems or questions to help establish purposes for students to read and write beyond being assigned or expected to do so (e.g. for their enjoyment/interest, to ask and answer their questions about the social world including their community and individual lives, to address needs in their community or beyond, to communicate with a specific audience, or to explore issues of equity, social justice, and/or identity)."</p> <p>Practice 3: Intentional and standards-aligned instruction in disciplinary reading</p> <p>Practice 6: Opportunities for and instruction in critically viewing, speaking, and listening</p> <p>Practice 7: Intentional efforts to build vocabulary and conceptual knowledge</p>
Other Relevant Standards, Connections to the CCSS, or the Context for the Unit	<p>CCSS.ELA-Literacy.RH.11-12.7</p> <p>CCSS.ELA-Literacy.RH.11-12.9</p>

Compelling Question:		
What causes genocides to occur and how do we discern genocide from other atrocities such as mass murder and war? What lessons can we derive from genocide education?		
Supporting Question 1	Supporting Question 2	Supporting Question 3
What factors and circumstances caused the Holocaust and other genocides to happen?	What other genocides have occurred in recent world history and how do they fit into the broader construct of genocide?	Are genocides preventable? What needs to take place to prevent them? What can be done as an individual to prevent them?

Lesson 1: Ten Stages of Genocide

Supporting Question 1:	What factors and circumstances caused the Holocaust and other genocides to happen?
Step 1	<p>Discussion/Debate/Shared Google doc, if online:</p> <p>Open class where students hypothesize why throughout history people have engaged in genocidal practices. Also have students attempt to discern the differences between mass murder and genocide.</p>
Step 2	<p>Provide definitions of the aforementioned discussed terms and read them as a class:</p> <p>Genocide- The deliberate and systematic destruction of a racial, political, or cultural group. (e.g., From the Greek, “genos”, meaning, “race”, and the English, “cide”, meaning, “denoting an act of killing”).</p> <p>Mass Murder/Massacre- The act or an instance of killing a number of human beings under circumstances of atrocity or cruelty. This includes pogroms, mass executions, and crimes against humanity that lead to death. Although it is not considered to be genocide, these acts are no less vicious and no less tragically final for the victims.</p> <p>Scapegoat- An individual or group unfairly blamed from problems not of their making</p> <p>Stereotype- A simplistic, firmly held belief, often negative, about individual characteristics generalized to all people within that group.</p> <p>Racism- A set of beliefs based on perceived “racial” superiority and inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources and power.</p> <p>Anti-Semitism- Hostility towards Jews as an ethnic or religious group, often accompanied by social, economic, and political discrimination.</p>

	<p>Holocaust- A historical event that took place in Europe between 1933 and 1945, where over six million Jews were systematically murdered by the Nazis and their collaborators.</p> <p>Shoah- (which has been used to mean “destruction” since the middle ages) became the standard Hebrew term for the murder of European Jewry as early as the early 1940s. The word Holocaust, which came into use in the 1950s as the corresponding term, originally meant a sacrifice burned entirely on the altar. The selection of these two words with religious origins reflects recognition of the unprecedented nature and magnitude of the events.</p> <p>Perpetrator- A person who carries out a harmful, illegal, or immoral act.</p> <p>Bystander- A person who is present at an event or incident but does not take part in perpetrating the act.</p> <p>Victim- a person harmed, injured, or killed as a result of a crime, accident, or other event or action.</p>
Step 3	Ask students using a choral technique to provide examples to the eleven terms. An alternative to this is that students could write examples of what they know of upon the worksheet, or type on the Google Doc.
Step 4	Lecture on the 10 Stages of Genocide. Google Slides for this lecture are available here.
Formative Assessment Task:	<p>Provide students a brief formative quiz:</p> <ol style="list-style-type: none"> 1. What are the 10 stages of genocide? 2. What is the difference between genocide and other forms of killing? 3. How does the perpetrator/bystander/victim dynamic apply in genocides?

Lesson 2: The Holocaust	
Supporting Question 2:	What factors and circumstances caused the Holocaust and other genocides to happen?
Step 1	If in person, print out and place throughout the room the following primary source photographs available here . If online, have students peruse these same photographs digitally. Give students a sheet that has letters A-P on it with enough space to write, or type. Have them observe the photographs and hypothesize what is transpiring in them. Encourage students to discuss each primary source as they fill out their sheets.
Step 2	Project the same images that the students had been looking at and reveal the truth of what is occurring in each photo .
Step 3	Answer students' questions and provide a cogent narrative to what transpired during the Holocaust that will help students with their assessment.
Formative Assessment Task:	Write a minimum of two paragraphs using the prompt: "What factors lead to the Holocaust and transpired during these years?"

Lesson 3: History Atrocities: Genocide, or not?	
Supporting Question 3:	What other genocides have occurred in recent world history and how do they fit into the broader construct of genocide?
Step 1	Start with a, "Previously On" activity where you have students recap the learning of the last two days.
Step 2	Explain activity to students. Pair them up with a partner and explain how students will read descriptions of historical atrocities. Students will debate with each other whether they were genocides, or not and fill out a graphic organizer.
Step 3	Have students complete the graphic organizer and turn them in at the end of the hour.
Formative Assessment Task:	Look at the graphic organizers that were turned in, in order to ascertain whether learning has occurred. Share thoughts and observations stemming from these at the beginning of the next class.

Lesson 4: Righteousness in the Face of Evil	
Supporting Question 3:	Are genocides preventable? What needs to take place to prevent them? What can be done as an individual to prevent them?
Step 1	Provide a, “previously on” on what transpired yesterday in class. Share your thoughts and observations from your perusal of their graphic organizers from yesterday’s class.
Step 2	<p>Engage the class in a discussion over these four questions:</p> <ol style="list-style-type: none"> 1. Who is the most righteous person you know? Describe what they do that makes them righteous. 2. Who is the most oppressive person you know? Describe what they do to make them oppressive. 3. Describe a scene at the school where you’ve observed bullying. What transpired? 4. What are the causal factors that make people: <ul style="list-style-type: none"> ▪ Perpetrators ▪ Victims ▪ Bystanders ▪ Upstanders <p>Emphasize this dynamic in question four and connect to the broader construct of genocide.</p>
Step 3	Have students read about the Righteous among the Nations. Have them answer the following questions related to the reading.
Step 4	Conclude the unit by reviewing material, emphasizing key points, and letting students share of their thoughts and their feelings.
Formative Assessment Task:	Have students turn in their answers and read them in the evening to ascertain where they are in their learning.

Summative Assessment

You will be assessed to see what you learned during this unit. You will read various hypothetical prompts of the fictitious nation of Thanatos. You will then analyze the scenario using the ten stages of genocide as your guide. Articulate where you think the current situation is describing. Then provide evidence from of what transpired from three other real-life genocides at this stage to buttress what is being described in the hypothetical scenario.

Hypothetical Situation	What stage of genocide is this describing?	Three tangible examples from history of this particular stage
A movement occurs where media outlets, social media platforms, and demagogues start referring to the minority group, the Zontanos as a plague, or scourge on the real Thanatosians.		
In an effort to identify Zontanos, the Thanatosian government issues a decree that they need to wear orange hats whenever they are out in public		
After Thanatosian destruction of the Zontano, the Thanatosian minister goes before the United Nations and said that their actions were preemptive actions against impending Zontano attacks and were necessary military measures		
The head of the Thanatosian government brings his top military leaders into a board room in order to check if plans are in place for an attack on Zontano people that will begin tomorrow.		
Children are brought up in school designating Thanatosian children from Zontano children. Teachers teach children what makes them different from each other.		
After a strong push by right-wing forces, interactions between Thanatosian and Zontano are banned. Marriage is forbidden between the two groups and Zontano people are forced to reside in only one part of the country.		

Hypothetical Situation	What stage of genocide is this describing?	Three tangible examples from history of this particular stage
<p>The Thanatosian government makes a decree that Zontano people must have pass that must be shown at all times, when checked. Zontano people can be checked at any time and must have it, or be punished. They lose the right to vote, and any Zontano people in government positions are removed.</p>		
<p>A Thanatosian caucus, with the power to dictate the military starts making broad plans on how they can end, “the Zontano problem”. They begin taking logistical measures to do just that.</p>		
<p>Those in power encourage their real Thanatosians to take back what is rightfully theirs. Zontano business are looted and set fire and Zontano people are beaten and robbed by angry mobs.</p>		
<p>Zontano people are hunted down by Thanatosian people and killed indiscriminately. Thanatosians who commit themselves consider themselves patriots and true nationalists as they create a country fit of Thanatosians for Thanatosians.</p>		

Walk in the shoes of a Thanatosian citizen. From this perspective craft a letter to their own president, the United Nations, or some other governing body. Attempt to persuade them to change their actions, ask for help, and explain what will happen if these stages continue to progress. Use these guidelines in crafting your letter:

Make your position clear right from the start. Back it up with substantial evidence. Explain why the reader should consider your suggestion. Make an emotional appeal along with stating logical arguments.

Explain the issue and clarify your position on it.

Support your stance with strong evidence and logical, and historical arguments.

Tell the reader what you think he/she should do about the problem. You can also make an emotional appeal if it seems appropriate.

Close with a call to action. Also, mention the benefits of following your suggestion.

Rubric				
Summative Assessment Criteria	Expert 25	Proficient 20	Developing 15	Novice 10
Hypothetical Stages and their real-life examples	Uses all 3 sources that relate to the stage described in the prompt clearly and correctly.	Uses 2 sources that relate to the stage described in the prompt clearly and correctly.	Uses 1 source that relate to the stage described in the prompt clearly and correctly.	Stage is incorrect and historical examples are wrong as well.
Paper Content-Persuasive Letter	Fully exhibits original thought. Follows guideline. It is well-thought out and demonstrates full effort.	Somewhat exhibits original thought. Follows the guideline for the most part and it is a respectable effort, with some problems.	Mediocre effort with minimal adherence to the paper format. An over-reliance on one source, cutting and pasting, lack of coherent thought.	Paper is incomplete or not completed correctly, evidence is not used to back up claims.
Paper Quality	Grammar and spelling are exceptional, paper has edits from peer review, paper flows from one subject matter to the other nicely	Grammar and spelling are generally good, paper has edits from peer review, flows generally well with a few exceptions.	Grammar and spelling are not correct on several occasions, paper is not organized and does not flow well with information.	Overall quality of paper suffers grammatically, misspelled words are throughout the paper, citations are not included in the paper

About the Inquiry Author



Since 2001, Salciccioli has taught students from grades 7-12 U.S. History, Government, Sociology, Law, Big History, Philosophy, and World History. During his tenure he coached football, wrestling, and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History Education from the University of Michigan-Dearborn in 2001, and his Master in the Art of Teaching from Marygrove College in 2006.

Anthony served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. In 2017, he was awarded the Clarenceville Schools Teacher of the Year as well. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife and three children.

Learn More About the Inquiry Here:

